



SPECIAL EDUCATION PROGRAMS

MONTHLY SPECIAL EDUCATION DIRECTOR CALLS

August 20th, 2019

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AGENDA



- Staff Introductions
- Significant Disproportionality
- South Dakota Determinations
- Teacher or District Sharing

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MONTHLY SPED DIRECTOR CALLS



- Occur the third Tuesday of every month @ 10am CT
 - September 17th, 2019
 - October 15th, 2019
 - November 19th, 2019
 - December 17th, 2019
 - January 21st, 2020
 - February 18th, 2020
 - March – No Webinar Sped Conference
 - April 21st, 2020
 - May 19th, 2020

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MONTHLY SPED NEWSLETTERS



- Sent out the second week of each month on the Sped Listserv
 - Professional Development
 - Federal and State highlights
 - Sped & DOE Resources
 - Join the listserv at <http://www.k12.sd.us/Listserv/DOESpecialEd.htm>

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SPECIAL EDUCATION STAFF



- Linda Turner
 - Director
 - Legislative Committees Rep.
 - Federal IDEA Application



- Wendy Trujillo
 - Assistant Director
 - Dispute Resolution Coordinator
 - State Performance Plan
 - SD Advisory Panel for Children with Disabilities
 - Special Education Listserv

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- Vacant, Alternate Assessment
 - Indicator 1 & 3
 - Alternate Assessment
 - 1% Waiver
 - Region 4 Program Representative



- Jodi Berscheid, 619 Coordinator
 - Indicator 6, 7, 11, & 12
 - Battelle Developmental Inventory II
 - ECO Listserv
 - Region 5 & 6 Program Representative
 - Temporarily Region 4

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- Rebecca Cain, PD & Behavior Specialist
 - Indicators 2 & 4
 - MTSS/PBIS
 - School Climate
 - Suspension/Expulsion
 - Dyslexia
 - ELL
 - Region 2 (Sioux Falls) Program Representative



- Melissa Flor, Accountability Specialist
 - Indicator 9 & 10 Disproportionality
 - Accountability
 - Results Driven Accountability
 - Region 7 Program Representative

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- Beth Schiltz, Accommodation & HS Transition Specialist
 - Indicator 1, 13, & 14
 - Transition
 - Accommodations
 - Region 3 Program Representative



- Brandi Gerry, Implementation Specialist
 - SSIP (State Systemic Improvement Plan – Indicator 17)
 - SPDG (State Personnel Development Grant)
 - Region 1 Program Representative

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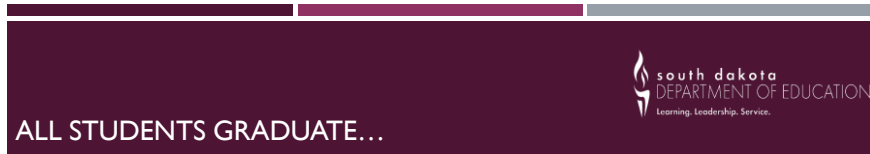
- Vacant, Data Manager
 - Data
 - Child Count



- Kristin Jerome, Secretary

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COLLEGE



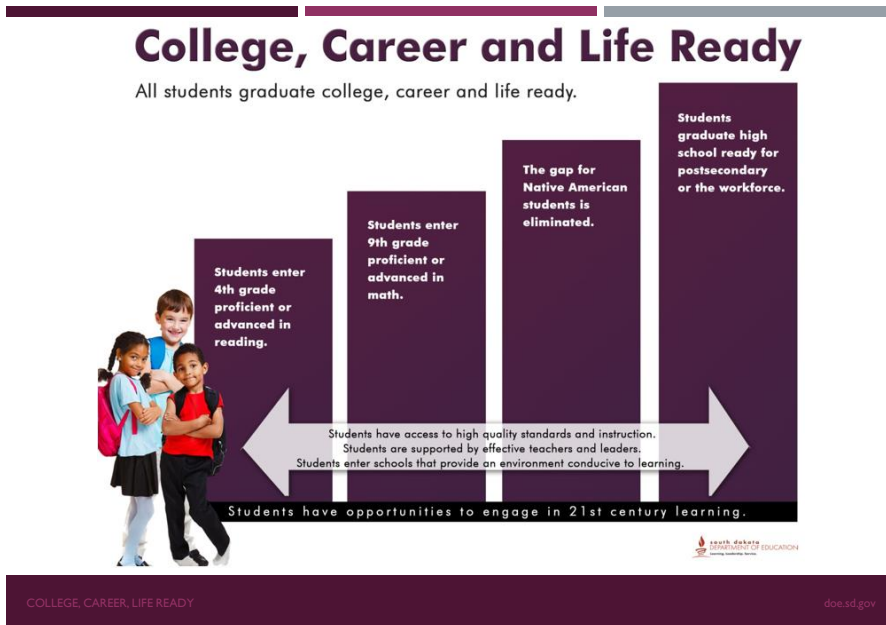
CAREER



LIFE READY

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Proficiency in Reading by 4th Grade Proficiency in Math by 9th Grade

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TALKING ABOUT DYSLEXIA

- South Dakota DOES recognize dyslexia as a learning disability
- Please make sure everyone understands SD schools DO serve students with dyslexia
 - Principals
 - Superintendents
 - Classroom teachers
 - Administrative assistants
- Explain it falls under the SLD category because it's a type of learning disability
- Direct them to the SD Dyslexia webpage <http://doe.sd.gov/Dyslexia/>

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SUPPORTS AND ACCOMMODATIONS CHANGES



- Scribe
 - Changed from a support to an accommodation
- Illustration Glossary
 - New support (for students that need it) for Math only
- Medical Support (name changed from Medical Device)

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SCIENCE ASSESSMENT



- Supports and Accommodations will mirror what is being provided for ELA and Math
- Accommodations (embedded)
 - Braille
- Accommodations (non-embedded)
 - Alternate Response Options
 - Braille
 - Calculator (Braille, Talking)
 - Large Print
 - Print on Demand
 - Scribe
- Supports (embedded)
 - Color Contrast
 - Masking
 - Mouse Pointer
 - Streamline
 - Text-to-Speech
- Supports (non-embedded)
 - Color Contrast
 - Color Overlay
 - Magnification
 - Medical Supports
 - Noise Buffers
 - Read Aloud
 - Separate Setting
 - Simplified Test Directions

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STATE ASSESSMENTS



- Does your district need a paper version of state assessment – (Braille or Large Print)
 - Will be a fixed form
- Send following information
 - Name of District
 - Name and grade of student
 - Assessment needed (Math, ELA, Science)
 - Type of assessment needed (Braille or Large Print)
- Send email to Beth.Schiltz@state.sd.us by September 13th

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UAAG (USABILITY, ACCESSIBILITY, AND ACCOMMODATIONS GUIDELINES)



- Name to change to South Dakota Tools, Supports, and Accommodations Guidance
- Available soon at <https://sd.portal.airast.org/resources/user-guides-manuals-ed/>

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Students graduate ready for post-secondary or the workforce

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2019-2020 Training Series

In-Person New Users/Refresher Trainings

All in-person trainings are 9:00am-12:00pm local time

Location	Date	Location	Date
Rapid City	September 19	Watertown	September 24
Pierre	September 20	Mitchell	September 25
Sioux Falls	September 23		

Online Trainings

All online trainings are offered twice, beginning at 10:00am & 3:00pm CST on the day of the training

Date	Topic	Date	Topic
Aug. 7	New Users	Dec. 4	Focus on Middle School
Oct. 2	Student & Educator View	Jan. 8	ACT Method Test Prep (Student)
Oct. 9	Aptitude Assessment & Other Assessments	Jan. 22	ACT Method Test Prep (Educator)
Oct. 23	Course Planner, PLPs & Accreditation	Feb. 5	Reports and Using Report Data
Nov. 20	Focus on Juniors & Seniors	Mar. 11	Grade Level Lessons & Wrap Up

Grad Credit Opportunity

Option 1: Online Trainings
Participate in **EIGHT** separate 2019-20 SDMyLife Online Trainings and complete a follow-up assignment for **EACH** of the eight online trainings.

Option 2: Online & In-Person
Participate in **FOUR** separate 2019-20 SDMyLife Online Trainings and complete a follow-up assignment for **EACH** of the four online trainings.

AND

BOTH OPTIONS: All completed assignments must be emailed to the instructor within one week of the online or in-person training.

AND
Attend **ONE** of the Fall 2019 In-Person SDMyLife trainings and complete a follow-up assignment.

Registration: One transcribed graduate credit is available through University of Sioux Falls at \$45. Participants must register & pay online by Oct. 16, 2019 using this link: <https://tinyurl.com/y3868hb2>

Visit <https://sdmylife.com/educators/tutorials-training> for more information

- SDMyLife is an online career exploration and academic program for South Dakota students and educators. We are here to help students become prepared for life after high school. SDMyLife's goal is to help students understand how their interests, skills, and knowledge relate to real-world academic and career opportunities. SDMyLife is packed with activities, resources and information to help students in each step along the way.

- sdmylife.com/

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School Climate

Students enter schools that provide
an environment conducive to learning.

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ARE YOUR EXPECTATIONS SET?



PBIS Rules Posters - Hawk Version

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EXPECTATIONS/RULES/PROCEDURES



- Expectations: Things we expect from all staff and students in all areas of the school
 - Example: Be safe, be respectful, be productive, be positive, etc.
- Rules: Specific actions we expect from all staff and students
 - Example: Be safe by walking in the hallways, be respectful by listening attentively during class, be productive by getting your homework done on time, be positive by encouraging yourself and others to do their best
- Procedures: An established way of doing something
 - Example: What to do in the lunchroom, how to check out library books, what to do in case of fire, etc.

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EXPECTATIONS/RULES/PROCEDURES



Should be:

1. Posted
2. Taught
3. Modeled
4. Practiced
5. Reinforced

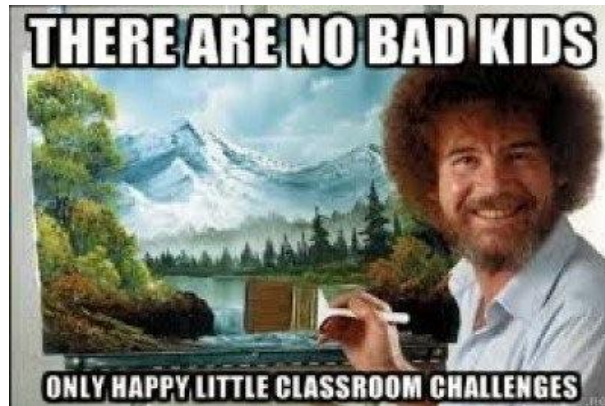
Because if teachers don't teach kids the expectations, who will?



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AUGUST BEHAVIOR ATTITUDE!



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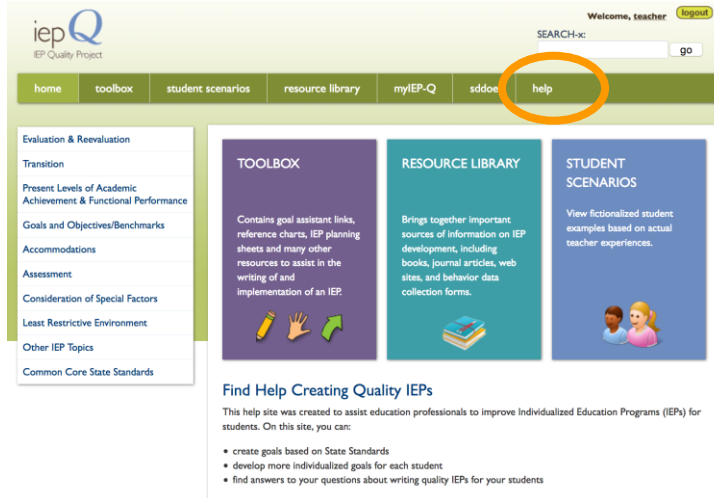


Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

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Manual Section Link	Some topics covered
Home Pages	<ul style="list-style-type: none"> • Home page and top bar site navigation • Searching the site • Logging out
Help Topic Pages	<ul style="list-style-type: none"> • Printing • Left side bar navigation • Going back to previous pages • Sideboxes
Toolbox	<ul style="list-style-type: none"> • Outlines contents / organization of the Toolbox
Student Scenarios	<ul style="list-style-type: none"> • Student Scenario navigation • Complete Sample IEPs on the site
SDDOE section	<ul style="list-style-type: none"> • Contents of SDDOE section • Printable Content Standards Charts
Resource Library	<ul style="list-style-type: none"> • Navigation • Behavior Data Collection Forms explanation • Sample Goals and Objectives



QUALITY IEPs





Welcome, teacher [logout](#)

SEARCH-x: [go](#)

[home](#) [toolbox](#) [student scenarios](#) [resource library](#) [myIEP-Q](#) [sddoe](#) [help](#)

Toolbox

Contains goal assistant links, reference charts, IEP planning sheets and many other resources to assist in the writing of and implementation of an IEP.



Resource Library

Brings together important sources of information on IEP development, including books, journal articles, web sites, and behavior data collection forms.



Student Scenarios

View fictionalized student examples based on actual teacher experiences.



Find Help Creating Quality IEPs

This help site was created to assist education professionals to improve Individualized Education students. On this site, you can:

- create goals based on State Standards
- develop more individualized goals for each student
- find answers to your questions about writing quality IEPs for your students

Email Brandi Gerry
brandi.gerry@state.sd.us
 with questions or to gain access to IEPQ.

COUNCIL FOR ADMIN OF SPECIAL EDUCATION



- SD Branch President – Wendy Otheim, Brookings School District
- SPED DIRECTORS SURVEY FOR A MENTORING PROGRAM – SASD, SDCASE & DOE working on enhancing the mentoring program for new special ed directors. If you are new (first three or four years) or if you would forward survey to gather interest! <https://www.surveymonkey.com/r/SPEDMentoring>

Montana | South Dakota | North Dakota

Northern Plains

Law Conference on Students with Disabilities
September 30 – October 2, 2019 ❖ Bismarck, North Dakota


- Pre-Conference: Role of General Education Staff in Special Education
 - Legal expectations of the general education setting in providing accommodations to students
 - Transportation to students
 - Formal excusal process from IEP meetings and implications for general education staff,
 - Legal implications and case law related to the sharing special education information
- Open to school district attorneys, special education directors, general education administrators...

<http://www.cvent.com/d/x6qdy7>

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Montana | South Dakota | North Dakota

Northern Plains

Law Conference on Students with Disabilities
September 30 – October 2, 2019 ❖ Bismarck, North Dakota


Breakout Session Block B

B1.	Health Plans <ul style="list-style-type: none"> Should they be separate or incorporated into the IEP <i>(Repeated at C1)</i> <i>Speaker: Laura Booth</i>	Prairie Rose 101
B2.	MDR and Discipline <i>(Repeat of A2)</i> <i>Speaker: David Hodgins</i> <i>Facilitator:</i>	Prairie Rose 102
B3.	Informing Parents of their Rights <i>(Repeat of A3)</i> <i>Speaker: Lenore Knudtson</i> <i>Facilitator:</i>	Prairie Rose 103
B4.	Initial Evaluation <ul style="list-style-type: none"> When to properly accept from parents, when to decline. How to handle when parents come with a diagnosis and evaluation. <i>(Repeated at D4)</i> <i>Speaker: Julie Weatherly</i> <i>Facilitator:</i>	Prairie Rose 104

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DATA

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INFINITE CAMPUS



- Special Education records have been rolled forward in Campus
- Please verify the records
 - Run Ad Hoc child count report
 - Make sure any students in grade 12+ that are continuing were not exited the previous year. If exited the record should be corrected for accountability (Appeals end Aug. 23).

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EXIT CODES IN CAMPUS



- New Exit Codes have been added to Campus
- Desk Guide has been updated to reflect new codes
 - <https://doe.sd.gov/ofm/documents/DataGd-19.pdf>

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EXIT CODES IN CAMPUS



- IEP PROGRAM EXIT REASON
 - 3 - Continues – Completed IEP team modified course requirements. Students with disabilities whose requirements differed to those required for all students. These students may participate in graduation ceremonies, but the students are not considered graduates for reporting purposes and are still eligible to receive services.
 - 13 – Discontinued education - Completed IEP team modified course requirements. These students would be coded 03-Continues – Completed IEP team modified course requirements at the end of a school year but then dropped out and didn't continue education during the next year without completing the regular graduation requirements. This code should be used to end the record that rolled forward.
 - 14 – Aged Out – Completed IEP team modified course requirements. These students will have been previously coded as 03-Continues – Completed IEP team modified course requirements until the end of the fiscal year in which they turned 21 when this code is used to end their record.
 - 15 – Revocation of consent – These students will have been eligible for special education until the point when the parent/guardian/or adult student signs off that they are revoking consent for services. This code is used to end the special ed record and the students are no longer considered a student with a disability.

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EXIT CODING IN CAMPUS



General Enrollments to SPED Enrollment Crosswalk of Exit Codes	
General Enrollment Field	Special Education Field
04 Student graduated, must receive a regular high school diploma (<i>Not a GED or certificate of completion</i>)	2 - Graduated, must receive a regular high school diploma (<i>Not a GED or certificate of completion</i>)
14 Home School Transfer	9 - Refused services (<i>Use this code if student is still eligible but not currently attending public school</i>). or 12 - Student continues (<i>Use this code if the school will still be providing special education services</i>).

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EXIT CODING IN CAMPUS



General Enrollments to SPED Enrollment Crosswalk of Exit Codes	
General Enrollment Field	Special Education Field
17 Discontinued Education – completed GED	9 – Refused services. (<i>Use this code if student is still eligible but not currently attending public school</i>).
18 Discontinued Education – exceeds compulsory age	9 – Refused services. (<i>Use this code if student is still eligible but not currently attending public school</i>).
19 Continues – Completed IEP team modified course requirements	03 – Continues – Completed IEP team modified course requirements
20 Discontinued Education – Completed IEP team modified course requirements	13 – Discontinued education – Completed IEP team modified course requirements
21 Aged Out – Completed IEP team modified course requirements	14 – Aged Out – Completed IEP team modified course requirements

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2019-2020 BDI-2 LICENSE UPDATES

School District:

Special Education Director:

Who should have licensed access: Any evaluator in the district who *administers* the BDI-2 to children birth to age 5 and/or *enters* student data into the data manager.

Who does NOT need licensed access: if you are only *monitoring staff that administer and enter data*, you do not need licensed access.

Purpose: Limited licenses help us to manage those utilizing the system and allows us to protect student data by removing users who do not need access to the data or when they are no longer associated with the district.

What to do:

1. Update the sped director listed above if it has changed.
2. Verify the list of users below.
 - a. No longer employed – highlight in **RED** and make note as **DELETE** in 3rd column
 - b. New employee that needs access – add their name, email address and make note as **ADD** in 3rd column. (Add rows if needed)
 - c. No change – leave employee as is and make note as **KEEP** in 3rd column
 - d. Update names or spellings – put corrections in 3rd column

Name of Staff (First & Last)	Email Address	KEEP, DELETE, ADD, NAME CHANGE

3. Email form back to jodi.Berscheid@state.sd.us by **September 4th**, 2019. Please allow 2-3 weeks for updates to occur after submitted.
4. New employees will be added to the system and emailed the login information.

All users will be given district-wide access. It is advised that you have them sign a confidentiality agreement before accessing any district data and you only give access to those who need it.

COMMENTS:



- ❖ Special Education directors should have received an email with your districts current data manager users.
- ❖ Please update your user lists by following the “what to do” instructions in the email.
- ❖ If you didn’t receive an email or you have the completed ready you may email the 619 Coordinator:

jodi.Berscheid@state.sd.us

doe.sd.gov



Reminder

Indicator 12 data due September 1, 2019

If you have questions contact: jodi.Berscheid@state.sd.us

INDICATOR 14 – APPENDIX A



- Exiters for 2018-2019 School Year
- Indicator 14 website http://doe.sd.gov/oess/sped_SPP.aspx (enter Appendix A information)
 - Student demographic information has been uploaded
 - Ensure demographic information is correct (make sure to enter a phone number for each student)
 - Complete Part 2 information that has not been uploaded
 - Complete the Contact information for a family member or a friend
- Reports
 - District's Incomplete Appendix A
- Best browser is Internet Explorer
- Must be completed by Oct. 1
- Contact: Beth.Schiltz@state.sd.us or call 605-773-4257

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APPENDIX A



State Performance Plan

Production Actions

Post School Status

Indicator 14

Appendix A

Appendix B

Support Tables

Utilities

Reports

Administration

About

Close

1.

2.

Search Criteria

First Name:

Last Name:

SIMS#:

District #:

District Name:

School Year:

Search

Add New

Search Results

3.

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APPENDIX A DATA



- Verify demographic data
- Completed Part 2
- Complete Parent/Guardian Contact Info
- Optional: Best Friend Contact Info

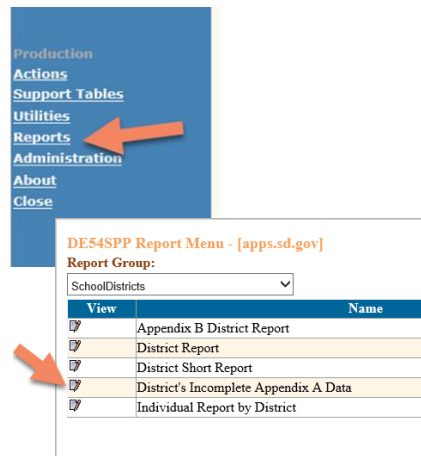
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APPENDIX A DISTRICT REPORT



- District report
 - Wondering if all needed information has been added for all the students?
 - Use the new District' Incomplete AppendixA Data report
 - Found under the Reports link in LaunchPad
- If duplicate students in system contact Beth.Schiltz@state.sd.us



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ACCOUNTABILITY

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SIGNIFICANT DISPROPORTIONALITY



- What is it? Numerical over-representation of specific race/ethnic group
 - Identified as a student with disability
 - Identified as a student with a particular disability
 - Placed in more restrictive settings
 - Suspended or expelled
- If numerically identified as significant disproportionality, district will need to:
 - Identify contributing factors
 - Take 15% of federal funds to address the contributing factor through Comprehensive Coordinated Early Intervening (CCEIS)
 - Public report on revision to district policy, practices and procedures.

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SIGNIFICANT DISPROPORTIONALITY



- 2019-2020 Implementation Process:
 - 2018-2019 school year data will be used to calculate Significant Disproportionality
 - Districts will be notified in November if met the new calculation threshold.
 - Districts will be required to identify in 2020-21 IDEA Flow Through Application how will use the 15% of federal funds
 - More information located on the Significant Disproportionality website:
<https://doe.sd.gov/sped/Disproportionality.aspx>

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RESULTS DRIVEN ACCOUNTABILITY: WHAT IS IT?



- Improving the educational results and functional outcomes for students with disabilities by connecting local data to improvement efforts.

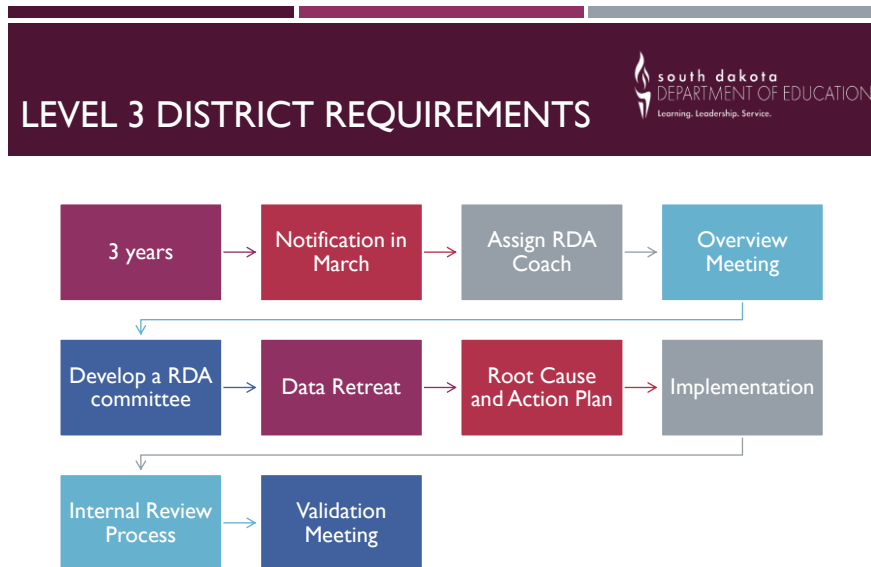
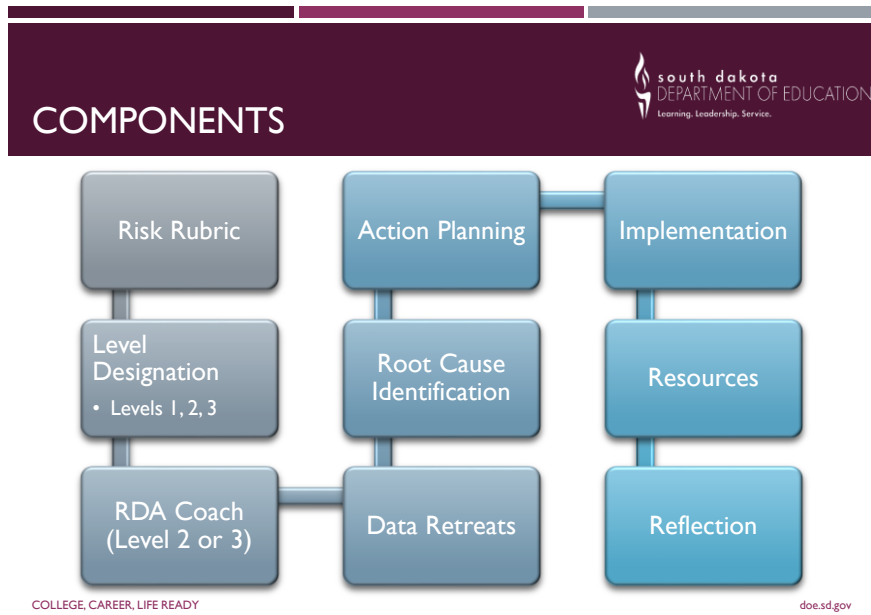


Improving Together

- Establish a meaningful and continuous process focused on improving academic results and functional outcomes for students with disabilities by connecting local data to improvement efforts;
- Maintain a high level of compliance with IDEA federal regulations and South Dakota Administrative Rules for special education;
- Support local districts in the process of self-assessment, root cause analysis, evaluation, and improvement of compliance and results-focused efforts;
- Link program improvement activities with multi-year planning and supports.
- Make connections to other improvement plans within the district.

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LEVEL 2 REQUIREMENTS



Every year designation

RDA Coach - limited

Overview

Develop a RDA Committee

Regional Data Retreat

Root Cause and Develop Action Plan (Coach Support)

Implementation (coach support)

Sped Internal Review

LEVEL 2 PILOT DISTRICTS



- In search of 4 more districts to pilot level 2 activities.
 - Required to attend a 2 day data retreat on November 12 and 13, 2019
 - Location will be Pierre, SD
 - District will bring a small team
 - RDA Coach will be assigned to coach district:
 - Development of action plan
 - Check-in to keep district moving forward
 - RDA coach primarily virtual check-ins and flexible to the district's schedule.
 - Level 2 districts will be able to access tools level 3 pilot districts are using

LOW NEEDS – LEVEL I



- (Optional) -Assembles RDA Committee to review SPED data, conduct root cause analysis, and/or develop action plan.
- (Optional) -Participate in a local data retreat.
- Access statewide trainings
- Future:
 - Every SPED teacher in district will complete internal review of compliance practices and the district SPED director submits a statement of assurance of completion of review.
 - Submits Professional Learning Plan to SDDOE. (Form will be given by the state).
- Years Identified:
 - Every year designation could change

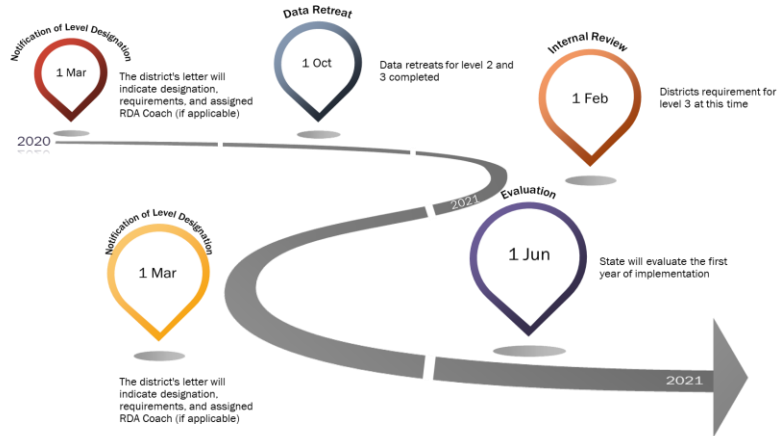
INTERNAL REVIEW DOCUMENT



- Can be used:
 - Ensure your IEPs have the correct documentation
 - Training staff on components
 - Useful prior to on-site review of files
- Excel version shown at Advance IEP workshops still work in progress
- PDF version can be found at <https://doe.sd.gov/sped/accountability.aspx>

District Accountability Process
<ul style="list-style-type: none"> • District Accountability Process (2/25/2019) • District Comprehensive Plan Template • Principal Interview (Sept. 2018) • Internal Review Document Portrait (March 2019) • Internal Review Document Landscape (March 2019)

TIMELINE OF RDA IMPLEMENTATION



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RDA CONTINUED ON NEXT CALL

- Risk Rubric –
 - What is it?
 - What are the areas the state will use for the calculation?
 - How do I know where my district will fall in the levels?

Area (SD % Target)		Support Available (0)	Guidance	Assistance	Direction
			Needed (1)	Needed (2)	Required (3)
Indicator 2- Drop Out <2.50%		The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining
Indicator 3: Differentiated Points		0	1.5	3	4.5
Indicator 3c- Reading Proficiency (39.33%)		The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining
Indicator 3c- Math Proficiency (38.86%)		The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining

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ACCOUNTABILITY REVIEW



- Administrators Interviews
 - Purpose:
 - Allow state special education programs (SEP) staff to provide technical assistance to administrators on supporting inclusion of students with disabilities in their school and district.
 - Assist SEP staff in determining areas of professional development needed to support administrators and general education staff in the area of special education.
 - These interviews are intended for building administrators only. This is an opportunity to learn more about process and procedures occurring within the school buildings.

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TEACHER OR DISTRICT SHARING

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CONGRATULATIONS TO WENDY OTHEIM,
SPED DIRECTOR IN BROOKINGS!



The CASE Outstanding Administrator of Special Education Award

recognizes individuals making significant professional contributions to leadership behavior and field practice in the administration of programs for students with disabilities and/or who are gifted.

- A few items from Wendy's nomination include her work advocating for services, supports, and funding at the state and federal level. As SDCASE President, she has been working to develop a mentoring program for new special education directors in South Dakota. Her experiences working with children with disabilities spans 0-21 in private and public schools, and also includes working with adults in community support settings.
- The award for this national CASE award will be presented in Louisville, Kentucky in October during the CASE Board of Directors meeting and the joint CASE/NASDSE Conference.

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SD SPECIAL OLYMPICS SUMMER GAMES



- Over 600 athletes met on the campus of the University of South Dakota 5/16/19 for the 51st Special Olympics of South Dakota State Summer Games.

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CAMP DREAM MAKERS



- 'Camp Dream Makers' was a two week program in Aberdeen created through the YMCA, to help people with special needs, ages 5 through 20 gain friendships, while getting camp opportunities they may not have otherwise. The camp is in it's 34th year.

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HANDS IN MOTION



- Hands in Motion program at SD School for the Deaf in July for children who are deaf and hard of hearing. The program has been offered through cooperation of many agencies and programs for 10 years.

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Next Sped Directors LiveMeeting

September 17th, 2019

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SOUTH DAKOTA'S IDEA PART B DETERMINATION

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SOUTH DAKOTA'S DETERMINATION



- Based on the APR submitted in February 2019
- Data set is from FFY 17 (17-18 school year) except lag indicators which are FFY 16 (16-17 school year)
 - South Dakota received :
 - 20 out of 20 points for Compliance for a score of 100%
 - 19 out of 24 points for Results for a score of 79.17%
 - The scores are averaged to yield the final percent and determination of
 - **89.58%** - **Meets Requirements** (Average of at least 80%)

(Last year – 88.58% - Meets Requirements)

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APR COMPLIANCE INDICATORS



- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
- Indicator 9: Disproportionate Representations
- Indicator 10: Disproportionate Representations in Specific Eligibility Categories
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition – **93.71%**

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APR COMPLIANCE INDICATORS



■ Other Factors

- Timely and accurate state-reported data
- Timely State Complaint Decisions
- Timely Due Process Hearing Decisions
- Long – Standing Noncompliance

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PART B COMPLIANCE MATRIX



2019 Part B Compliance Matrix

Part B Compliance Indicator ²	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2016	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0	N/A	2
Indicator 11: Timely initial evaluation	99.89	No	2
Indicator 12: IEP developed and implemented by third birthday	97.72	Yes	2
Indicator 13: Secondary transition	93.71	Yes	2
Timely and Accurate State-Reported Data	100		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

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APR RESULTS INDICATORS



- Indicator 1: Graduation
- Indicator 2: Dropout
- Indicator 3: Statewide Assessment
- Indicator 4A: Suspension/Expulsion
- Indicator 5: Educational Environments
- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicator 14: Post-School Outcomes

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2018 PART B RESULTS MATRIX



- The Results Matrix reflects the following data:
 - Percentage of SWD participating in regular Statewide assessments at 4th and 8th grade calculated separately:
 - NAEP assessment in reading and math at 4th and 8th grade calculated separately:
 - The percentage of SWD scoring at basic or above on the NAEP;
 - The percentage of SWD included in NAEP testing (0 or 1 point);
 - The percentage of SWD exiting school by graduating with a **regular** high school diploma.
 - The percentage of SWD exiting school by dropping out.

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APR INDICATORS



- Unlike Compliance Indicators, loose connection in results determination to Results Indicators:
- Graduation
 - Data is based on Special Ed federal exiting data for 16-17.
 - Students exiting special education age 14-21 that year
 - Indicator 1 uses the same calculation as ESEA accountability, reflects a four year cohort
 - 16-17 is the first year SD started reporting on graduation code 03: Graduated with diploma modified by IEP team
- Dropout
 - Data is based on Special Ed federal exiting data for 16-17.
 - Students exiting special education age 14-21 that year
 - Indicator 2 uses the same calculation as ESEA accountability, reflects a four year cohort

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APR INDICATORS



- Statewide Assessment
 - Results for 4th and 8th grade participation based on students with disabilities participating in the general assessment (*those on alternate and not tested count not included*)
 - Not included: Results for 4th and 8th grade proficiency on regular statewide assessment.
- NAEP
 - Results for 4th and 8th grade participation and proficiency
 - Based on NAEP are from 16-17 school year due to NAEP being administered every other year, so next years rubric will reflect same data
 - NAEP will administered in 18-19 so any changes in data will be reflected in the 2020 determination

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2019 PART B RESULTS MATRIX



- Scoring (some based on rank ordering)

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments (reading and math, separately)	<80	80-89	>=90
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<23	23-28	>=29
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<29	29-34	>=35
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<39	39-48	>=49
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<20	20-27	>=28
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<66	66-75	>=76
Percentage of CWD Exiting School by Dropping Out	>23	23-15	<=14

Percentage of 4th and 8th Grade CWD included in NAEP testing (reading or math):

1 point if State's inclusion rate was higher than or not significantly different from the NAGB goal of 85%.

0 points if less than 85%.

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2019 PART B RESULTS MATRIX



Reading Assessment Elements	2017 Perform	2017 Score	2018 Perform	2018 Score	2019 Perform	2019 Score
% of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.00%	2	92.00%	2	94.00%	2
% of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	89.00%	1	89.00%	1	89.00%	1
% of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	29.00%	1	33.00%	2	33.00%	2
% of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	86.00%	1	90.00%	1	90.00%	1
% of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	35.00%	1	36.00%	2	36.00%	2
% of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	88.00%	1	85.00%	1	85.00%	1

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2019 PART B RESULTS MATRIX



Math Assessment Elements	2017 Perform	2017 Score	2018 Perform	2018 Score	2019 Perform	2019 Score
% of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.00%	2	92.00%	2	94.00%	2
% of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	89.00%	1	89.00%	1	89.00%	1
% of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	56.00%	2	53.00%	2	53.00%	2
% of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	94.00%	1	92.00%	1	92.00%	1
% of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	33.00%	2	28.00%	2	28.00%	2
% of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	88.00%	1	86.00%	1	86.00%	1

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2019 PART B RESULTS MATRIX



Exiting Data Elements	2017 Perform	2017 Score	2018 Perform	2018 Score	2019 Perform	2019 Score
% of Children with Disabilities who Dropped Out	23.00%	1	25.00%	0	23.00%	1
% of Children with Disabilities who Graduated with a Regular High School Diploma	73.00%	1	65.00%	1	62.00%	0

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AREAS OF IMPROVEMENT



- Indicator 13 – 2 years above 90%
 - Appropriate measurable postsecondary goals on IEPs for youth 16 and older.
 - This is reviewed during on-site reviews. Districts should work with their TSLP liaison prior to on-site reviews to ensure compliance.
- Indicator 3 – 4th grade participation increase
- Indicator 2 – Dropout rate improvement
- Participation on SBAC increased, reducing the number of students being tested on the MSAA.
 - State has applied for waiver under ESSA because testing over 1%

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AREAS TO IMPROVE



- Graduation rate (decreased)
 - SD ranks in the bottom third in comparison to all states.
 - 15-16 first year used 03 code for reporting students with disabilities who graduated with diploma modified by IEP team
- Increase the number of students with disabilities participating in Smarter Balanced in 8th grade
 - Goal 90% or more.

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DISTRICT DATA REPORTS



- District data has been released and districts can see how they are performing compared to state targets.
- <http://doe.sd.gov/sped/SPP.aspx>
- District determinations will be sent in the next month